

“¡Hola amigos! a Hands-on Workshop”



This handout accompanies the presentation on “ ¡Hola amigos! a Hands-on Workshop ”

Use this handout to assist you in your discovery of this resource for your Spanish language and culture classes. It is filled with fantastic ideas!

Introduction to the Resource

Where and how do I find ¡Hola amigos! ?

Learn how to Browse and Search for this resource and its main elements.

Scope of the Resource

What do I find inside ¡Hola amigos! ?

Learn how much you can find in this resource.

Sections and Navigation

How do I look around this resource?

Learn about the resource units: Scenarios, Mini-movies (Flash Animations), Activities and teacher Support Material (TSM)

Suggested Uses

How can I use this resource for my classes?

Learn and be inspired by ideas and tips on how to use all the different elements in the resource.

Ideas and Questions

Additional ideas and questions

Jot down notes and questions and additional ideas you can use this resource for.

¡Hola amigos!

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Introduction to the Resource

Where and how do I find ¡Hola amigos! ?

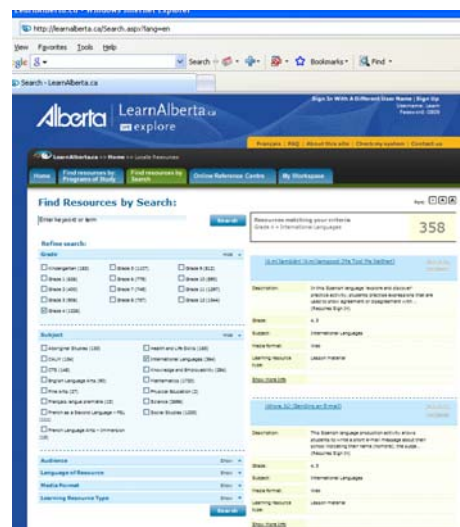
¡Hola amigos! can be found at LearnAlberta.ca in the following ways:

BROWSE

- Search by grades
- Search by common Spanish key words
- Click on the resource

SEARCH

- Enter any Spanish key word or outcomes from the Spanish grade 4-5 levels (in the 9-year program)
- Enter the title page of ¡Hola amigos!



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Scope of the Resource

What do I find ¡Hola amigos! ?

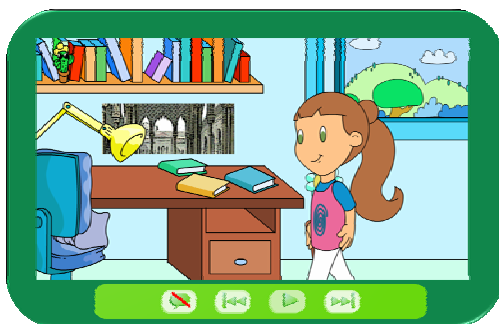
¡Hola amigos! is a digital learning resource package that contains **18 mini-collections** called **SCENARIOS**

Scenarios are found on the home page of the resource package and are indicated by a number and a title.

Each scenario contains between 15 and 20 digital learning objects (LOs) that are organized by sections, by type and by a suggested sequence. ¡Hola amigos! Learning objects are of two types:

Activities and

Mini-movies (Flash animations).



¡Hola amigos! also contains a link to

Support Material (TSM)

TSM contains a **description** of the main sections of the resource, a list of the scenarios, with an **overview** of **activities** inside a scenario and suggested **outcome correlations**, **scripts** for all Mini-movie animations .



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How do I look around this resource?

Sections and Navigation

The Teachers Support Material (TSM)

Find the TSM by clicking on the link at the bottom of the page. This information on ¡Hola amigos! contains a detailed descriptions of each sections of the resource, and activities title in the suggested sequence, a short description and correlated outcomes for grades 4 and 5 in the Spanish language and culture 9-year program.

Key ways to navigate ¡Hola amigos! are:

• By Section



• By Suggested Sequence

Each scenario contains a sequence that can be followed to go over all the scenario contents. Click on each circle to follow the sequence.



• By Activity Types

Activities are classified as:
Presentation (new information); Practice (practice opportunities) and
Production (output types of practice)



In Your Own Personalized Ways

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Suggested Uses Mini-Movie

How can I use this resource for my classes?

USE THE MM WITH A PROJECTOR AND SPEAKERS (CLASS AS A WHOLE)

1. Show the MM to the class as a whole through an LCD projector (with speakers on)
2. Show the title of the MM and ask students to predict what the short animation will be about.
3. Write their response on a board (possibly in English and Spanish)
4. Show the MM once with the audio turned on and the speech bubble feature off. Ask students to pay attention to everything that goes on in the MM to help them understand the meaning of the animation.
5. Once the animation is over ask students to tell you or share with a partner what they thought they understood from the MM storyline and some specific words or expressions they really felt they knew or learned.
6. Write students contributions on the board or invite students to take their own notes.
7. Show the animation the second time and add the speech bubble feature (turned on) to show the text of what the characters in the mini movie say. Invite students to pay attention to the text on screen as well and to share with you, afterwards, if the text helped them increase their understanding.
8. Share additional thoughts with your students and add more words to the list already on the board. Invite students to take notes.

USE THE MM IN A COMPUTER LAB WITH INDIVIDUAL STATIONS

1. Direct students to the MM you have selected for the lesson
2. Ask students to find the page and click on the MM object – tells students to pause the MM at the first scene.
3. Ask students to read the title of the MM and predict what the short animation will be about.
4. Write students' predictions on the board.
5. Invite students to watch the MM once without any sound on (by turning off their speakers or by disconnecting the headphones). Ask students to pay attention to everything that goes on in the MM to help them understand the meaning of the animation.
6. Once the animation is over ask students to tell you or share with a partner what they thought they understood from the MM storyline and why.
7. Then invite students to watch the MM once more, this time with the audio feature on. Students at this point can also turn on the speech bubble feature if they wish to. Ask students to concentrate on at least three situations/phrases or words they remembered and saw being used in the animation.
8. Ask students to share their notes with the group and write students contributions on the board.
9. Invite students to view the MM once more, this time concentrating on the new words they believe they understand the meaning of (a minimum of 3 if possible). Later ask students to tell you what these words are, as you write their notes on the board.
10. 10. With the contextualization set by the MM you can now follow up with different types of activities, based on your students' needs and your planning direction.

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Suggested Uses Mini-Movie (cont).

How can I use this resource for my classes?

ADDITIONAL IDEAS TO USE THE MM CONTEXTUALIZATION

1. The MM sets up key concepts and goals for the scenario (unit). By reading the brief description of each MM in the TSM you will find the key goals of each scenario.



i.e. *MM 1 - La clase de español* - Lucía arrives at her new school, greets her classmates and finds out their names, countries of origin and how they are feeling. This MM introduces students to basic greetings, how to ask and say one's name, where people are from and how people are feeling.



2. In most cases the MM is set in environments close to the students' reality. Use the storyline of the MM to follow up and integrate real life activities based on the animation.

i.e. *MM 2 - La nueva escuela*. In this animation the main character, Lucia, meets different people in the school.

Ask students in the class to pretend they are different people in the school (maybe set up corner in the room that represent the different places of the school where one would meet such people and staff). Invite students to take turns and circulate meeting the different people, using formal and informal language when appropriate.

3. Use the script of the MM to give to students to read and keep for their own notes. Students can use the script and act out the script in a similar way to the characters in the animation, or they could change lines and names on the script for a personalized version of the story. Highlight or bold words and expressions that students need to focus on for your lesson.



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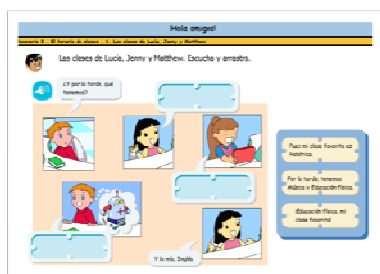


How can I use this resource for my classes?

Suggested Uses MM Activities

Activity 1 - Organize the Speech Bubbles

1. Each scenario contains two activities that are directly related to the MM context and modeled language and culture.
2. The first activity in each suggested sequence (Activity 1) is built in the same structure, and captures the key scenes of the corresponding MM with speech bubble text. Students are asked to re-organize the text to activate the complete sequence of the different scenes. This activity also can be used to identify focus points of a lesson based on the selected MM (scenario).
3. Students can either listen to the entire mini-dialogues by clicking on the audio button or they can guess by reading the text in the speech bubbles, place it in the right spaces and then listen for a confirmation (completed dialogues always play the audio).



“Make Your Comic Strip”

1. The last activity in the suggested sequence in each scenario is called “Haz tu tira cómica” (make your comic strip). This activity is created to give students the opportunity to express their learning experience based on each scenario in a more creative and open ended way.
2. In this activity students can select backgrounds from the MM, key titles based on the MM, characters and accessories, to build a comic strip with three frames. Each frame is printable.
3. Depending on which character each student selects in each frame, specific speech bubbles with pre-set text can be also added to the comic strip. Students can even listen to their comic creations.
4. Use this activity to invite students to show you concepts, structures and language they have learned through the scenario.
5. Use this activity to create your own key scenes to illustrate concepts and model language that you want your own students to focus on. See sample pages.
6. Use images and backgrounds from this activity to invite students to create their own comic strips.



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Suggested Uses Sounds and letters

How can I use this resource for my classes?

USE THE SOUNDS AND LETTERS ACTIVITIES

Together with key application-based outcomes identified and selected for each scenario, contextualized through the MM and specific activities (A1 and the ‘make your comic strip activity’), each scenario contains a specific phonetic focus.

1. Find the focus for each scenario through the TSM handouts.
2. Invite students to go over selected activities you have pre-viewed and added to an instruction sheet.
3. Students can complete these activities on their own in a computer lab, with access to headsets.
4. Invite students to make observations based on the activities they go through, by taking notes and sharing the notes with a partner or the class as a group.
5. Students can use these activities on their own time, at home to review and practice specific sounds of Spanish.
6. Some of the Sounds and Letters activities also contain a recording feature, which allows students to record their own pronunciation practice, and listen to it while they have the activity open (the resource does not contain saving features, so students cannot save their own recordings while in the resource)
7. For additional and more specific practice uses of these types of activities, make your own lists of words from the activity and use them later in short assessment tasks, such as sound quizzes. Accompany the words with the images in the activities to help visual learners to connect the words with the respective sounds.



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Suggested Uses MIS AMIGOS

How can I use this resource for my classes?

USE THE AMIGOS ACTIVITIES – CULTURAL BASED OBJECTS

1. The section called “Mis Amigos del Mundo” contains activities that focus on one specific cultural aspect in each scenario.
2. Use these activities to invite your students to discover cultural elements about the Spanish-speaking world, usually presented or modeled through the plot of the MM in the corresponding scenario.
3. Cultural activities that are classified as “input” types usually ask students to view, listen and understand different types of texts (oral, written and in media format), accompanied by meaningful visuals.
4. Use these activities to expand upon a cultural focus you have planned for your lesson.
5. Students can work from the texts in the activities and then research more information on the same topic.
6. Invite students to create short questions and answers on the texts based on these activities.
7. Invite students to create some descriptions of their own reality, considering cultural elements they are familiar with, using on the language presented and modeled in these activities.



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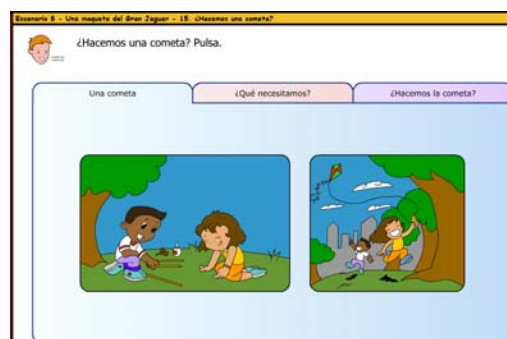


Suggested Uses MEDIATECA

How can I use this resource for my classes?

USE THE MEDIATECA ACTIVITIES

1. The section called “MEDIATECA ” contains activities that present students with a variety of texts and text formats based on one or more foci of the scenario. The texts inside each activity in the mediateca are specifically designed for the students’ comprehension levels and allow students to expand their language and culture experiences through Spanish.
2. Activities that contain songs can be used to learn the songs as a group. Build a repertoire of songs and rhymes together with your students
3. Activities that contain short story books can be used to read along, with students as a group or individually.
4. Use activities that invite students to create simple projects in class or at home. Invite students to state what they did at each step of the mini-project in informal presentations.
5. Practice short riddles with students, then invite students to create a riddle on their own and assist students in wording the riddle in simple sentences.



Adivina, adivinanza. ¿Qué soy? Escucha y lee. Después, pulsa Solución.

Abierta siempre estoy para todos los niños.

abierta



¿Qué soy?

Solución

Cerrada y triste me quedo sábados y domingos.

cerrada



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Suggested Uses Language Investigator

How can I use this resource for my classes?

USE THE LANGUAGE COMPETENCE FOCUS ACTIVITIES

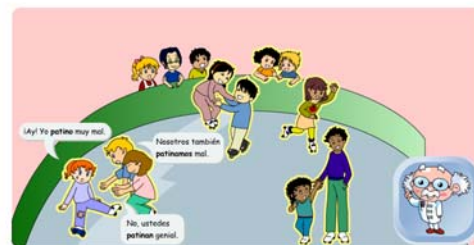
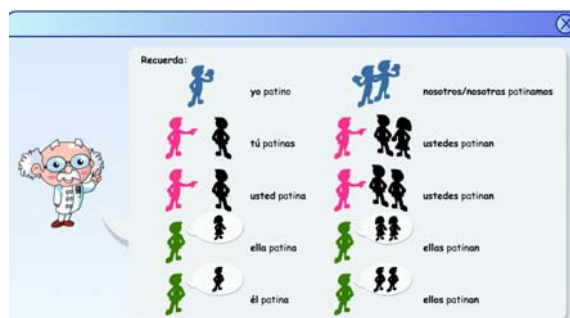
1. The section called Language Investigator contains activities that focus on one specific language competence element in each scenario. The element is used in the scenario in contextualized situations and the Language Investigator section shows students ways to understand, reflect and practice the element.
2. Use this section to support the explanation of language competence elements in class.
3. Invite students to practice grammar elements through these activities and observe what happens and take personal notes.
4. These activities can work well as review activities, after students have been exploring grammar concepts, and used grammatical structures in class.



¿Este, ese o aquel? Pulsa, amarra al niño y observa.



Patinar. Pulsa en los dibujos y observa.



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Suggested Uses PICTURE/ VOCABULARY

How can I use this resource for my classes?

USE THE VOCABULARY FOCUS ACTIVITIES

1. The section called Picture/Vocabulary contains activities that focus on vocabulary-based tasks, and allow students to learn, review and use new vocabulary the encounter in each scenario. Activities in this section range from summary pages, where key news words in each scenario are labelled, accompanied by a visual and a corresponding audio, to engaging tasks where students have to apply the new vocabulary concepts to complete simple tasks.
2. Use these activities to support a presentation of new words (nouns and verbs) or to review those words at the end of a lesson.
3. Invite students to challenge themselves to complete these short activities to review or guess the meaning of new words in Spanish.



Las clases y los días de la semana. Pulsa y escucha.

lunes	martes	miércoles	jueves	viernes	sábado	domingo
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



Deportes, números, el tiempo y estaciones del año. Pulsa y escucha.

deportes	números	el tiempo	estaciones del año
patinar	montar en trineo	esquiar	jugar al hockey
ir a la piscina	ir de campamento	jugar al fútbol	montar en bicicleta



El dominó de los muebles. Arrastra la ficha para formar la pareja.



Robito en clase. Busca a Robito y arrastra la palabra correcta.

sobre

debajo de

delante de

dentro de

a la izquierda de

a la derecha de

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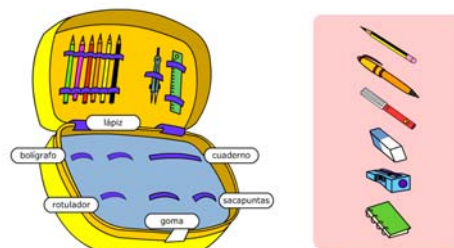
Suggested Uses EXPLORE & DISCOVER

How can I use this resource for my classes?

USE THE EXPLORE AND DISCOVER ACTIVITIES

1. The section called Explore and Discover contains activities that give students the opportunity to build and construct their own meanings, in an exploratory mode. These activities range from moving items on screen to complete a visual, to observing linguistic changes that occur when words are combined, from listening to clues to complete a timetable, to play simple games, where students challenge themselves or play against a character on screen.
2. Use these activities to support a presentation of new concepts (vocabulary and structures).
3. Invite students to complete activities in this section on their own prior to beginning a new topic or unit, and ask them to share their observations with the class.
4. Use these activities as practice learning experiences, integrating them in your lesson plan.

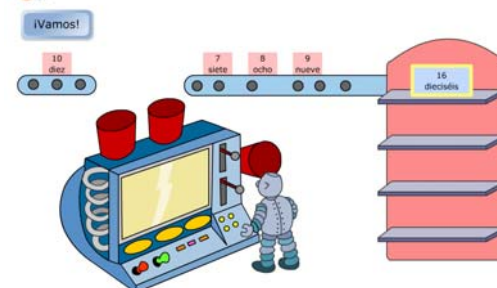
Material escolar. Arrastra el material escolar al estuche.



El horario de clase. ¿Qué tenemos el lunes? Escucha, pulsa y completa.

	Lunes	Martes	Miércoles	Jueves	Viernes
Nañana	47	Ciencias	47	47	Ciencias
	Recreo				
	Geografía	Geografía	Español	Inglés	Matemáticas
	Comida				
Tarde	47	Música	47	Inglés	Francés
	Francés	Francés	Ciencias	Español	Educación física

¿Cómo se forman los números? Pulsa y observa.



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Ideas and Questions

Additional ideas and Questions

ADDITIONAL IDEAS

QUESTIONS

¡Hola amigos!